

Helps and Hints

Family Child Care Newsletter

Childhood Services

Arkansas State

University

2009

Helps and Hints Family Child Care Newsletter is funded by the Department of Health & Human Services, Division of Child Care and Early Childhood Education, Little Rock, Arkansas

Inside this issue:

Art & Creativity

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Special Section

And much more!

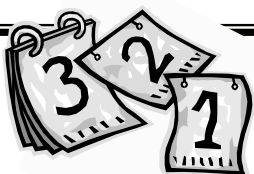
Caring and Sharing with Bears

Children are taught to love and care. Children learn love when they develop trust in those who care for them whether it be parents, child care providers, or other adults.

Caregivers can role model caring and loving behavior. Young children learn feeling words when they hear other children and adults discussing how they feel or when a story is read and discussed.



Bears are used in this edition to provide suggestions and to encourage caregivers to integrate these ideas in their daily activities. These ideas and concepts will help children express loving and caring attitudes, express their feelings verbally and help them become aware of their feelings.



Start planning now!

11th Annual

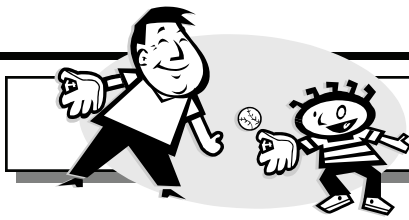
Family Child Care Conference

May 8-9, 2009

Holiday Inn

Jonesboro, Arkansas

Registration Information Coming Soon!
Call 1-888-429-1585 for more information.



Parent Involvement

Plan a bear sharing show and tell day. Ask parents to participate by sending a bear that the child cares about to day care. Have children to wear clothing with bears on them if they have them.

Send home copies of language experience stories and ask parent to read them to the children.

Send a get-well card to someone who is sick. Let children dictate the message.



Extra Helpers

Care Bear Party Supplies

www.ezpartyzone.com

www.care-bears.com/25th

Care Bears Games

shopping.msn.com

Theodore Bear's

Bare Essentials for Good Nutrition

Connect Care

1-800-275-1131 or www.seeyourdoc.org

An additional resource that you might find helpful
for this and any other units:

www.preschoolexpress.com





Circle (Group) Time

A Caring Chart

Encourage children to show that they care by participating in everyday family life. Send a chart home with parents. When children complete a task, encourage the child to stamp or stick a heart or bear sticker on the chart.

Purchase stamp or stickers to send home with the children to use with the chart.

See patterns for chart

Caring Chart

Today I:	Monday	Tuesday	Wednesday	Thursday	Friday
Helped Mom and Dad					
Brushed my Teeth					
Washed my Face					
Did my Chores					
Picked Up My Toys					
Ate My Meals					
Got To Bed On Time					
Played Nicely With My Friends					



Circle (Group) Time

SHARING

Never Fear: Care Bears are Here

Let each child have an opportunity to share an idea of a way in which they could show someone that they cared. After the first few children come up with the obvious ways, guide remaining children with questions like; "How would you show somebody who was sick that you cared?" or, "How would you show your baby sister that you cared?"

Let children share each day how they helped someone by caring and by showing love to someone.

Read several bear themed children's books. Over a week create a "bear graph" and have children mark their favorite book on the graph to track the most popular book.

My Favorite Bear Book

	Monday	Tuesday	Wednesday	Thursday	Friday
Brown Bear, Brown Bear What Did You See					
The Little Mouse, the Red Ripe S Strawberry and the Big Hungry bear					
Polar Bear, Polar Bear, What Do You Hear					
Meet the Care Bears					
Ask Me Bear					



Art & Creativity

Puppets

Facial expressions form feeling words chart made into stick puppets or with paint stirring sticks and poster board.

Make "Care Bear" puppets using colored felt to coordinate each bear. Use other felt pieces for facial features on backside (Care Bear trademark).

Pattern included-see patterns

Make Care Bear finger puppets using small patterns-see patterns

Make Care Bear face puppets.

Rainbow

Give children the following colored paper strips-red, orange, green, blue, yellow, purple. As a teacher reads the poem, let the children pop up when their color is named.

Red and orange, green and blue,

Shining yellow, purple too.

All the colors that you know

Line up in the rainbow.

Paw Print

Let each child make a paw print of a bear. Make a stamp from a piece of foam carpet padding or a sponge glued to a board.

Open-ended Media

Easel Painting: Pink, orange, brown, blue, yellow and black.

Play dough collage boxes:

Pieces of fur or furry fabric and mixed colors of felt and construction paper, beads and buttons, cotton balls.



Art & Creativity

Thumb Heart

Show children how to make a heart shape on their own by folding a piece of paper in half. Next show child how to hold folded paper in one hand with thumb over fold, slanting upward. Now show children how to trace around his thumb with a pencil. Now remove thumb and cut on traced line. This activity will be too difficult for most three and four year olds. Also try to lead children to the discovery of using their thumb for a heart shape.

Magazine Art

Materials: Magazines, Glue, Scissors, Butcher or Construction Paper

Procedure: Have the children find and cut out some pictures from an old magazine that show a feeling or emotion. Mount all the happy pictures on butcher paper, all the sad pictures on another paper. Discuss the pictures as children work.

Circle of Love

Materials: Butcher paper, crayons or magic markers.

Procedure: Let each child cut out a large circle from a large piece of paper. In the center of circle they draw a picture of themselves. Then ask them to draw around the circle the people they love and the things they love to do. Later display the children's "Circles of Love." You can label each child's : "Mary's Circle of Love"

Mirror Finger Painting

Materials: Finger paints, full length mirror (or smaller one), paper towels, smock, water for clean-up.

Procedures: Lay non-breakable mirror flat on table or floor, or leave attached to wall. The child may be instructed to paint freely or to paint what he sees as he sees as he looks into mirror (himself).

Paper Bag Mask

Materials: large paper bags, scissors, crayons or felt tip markers, paper cup, transparent tape, glue, small pieces of paper.

Procedures: Child will put bag over his head. (You can mark where eyes holes should be) Child can then cut out holes for eyes and use markers etc., for drawing face to represent a particular emotion.



Art & Creativity

Hearts

Materials: Red, pink, and white pieces of construction paper, scissors.

Procedure: Let the child draw a heart on a sheet of paper. Take pieces of red, pink, and white construction paper and cut into tiny pieces. Put glue on the heart shape the child drew on the paper. Then glue the bits of paper inside the heart. Cut the heart out if you wish.



Language Arts

Books:

See book list. Choose books to read to children to go with topics for each day:

1. Love
2. Friends
3. Empathy
4. What Make us Grumpy?
5. Joy

Tape Recorder

Let children practice saying nice and good things about each other while the recorder is on. Example, "Tell Sara what you like about her." "Tell Marty why she is your friend." "Tell me what you like best about your mother." "About your Daddy."

Play back so children can hear themselves.

Language Experience Approach:

Favorite Story

Record on chart paper children's favorite story as retold by them. Make copies and send home—ask parents to read to children. This will help children realize that the written words portray a message.

Feeling Basket

Materials: Small pictures showing different kinds of feelings. Basket to hold pictures.

Procedure: Each child will draw one picture and will describe how the person in the picture is feeling and why. Or they can share with the group when they felt that way.



Language Arts

Graduated Heart Puzzles

Skill: Ordering from left to right. Ordering from smallest to largest.

You will need:

1. Large Styrofoam meat tray.
2. Set of graduated size heart cookie cutters (or set of graduated heart pattern and a pencil for tracing and cutting out.)
3. Serrated knife (adult use only)

What to do:

1. Use cookie cutters to press in shapes or trace around heart patterns from smallest to largest.
2. Adult uses knife to cut out heart shapes.
3. Children can replace hearts into cut-out outlines.

Make a booklet for each child

Materials: Four sheet of red, white, and pink 9" x 12" construction paper, white yarn, and hole punch.

Procedure:

1. Fold each piece of paper in half and trace a large heart onto it, making sure the left side of the heart overlaps the fold slightly. Cut out. Repeat with all four sheets of paper.
2. You will have eight hearts in pairs of two. These are your pages. Fold together and tie with yarn.
3. Children are to look through magazines and find and cut out pictures of things they like. They are to glue into the booklet and the teacher will label the pictures. The children can share their booklets, taking turns "reading" to each other, and reading each others booklets.



Fingerplay

Envelope Puzzle

Materials: Envelopes, cut-up name on sentence strips

Procedures: Write each child's name on the front of a legal size envelope and also on a sentence strip card. Cut between each letter on the sentence strip to form puzzle pieces and place them in the envelope. Have each child form his name with the pieces. Also have children exchange envelopes and form each other's names. Send home with child at the end of the week. Encourage parents to watch the child work with the puzzle and give help when needed.

Waking

(Use Fun Bear Puppet)

My secret way of waking,
Is like a place,
To hide.
I'm very still,
My eyes are shut.
They all think I am sleeping
But,
I'm wide awake inside.
They all think I am sleeping
But,
I'm wiggling my toes.
I feel sun-fingers
On my checks.
I hear voices whisper-speak.
I squeeze my eyes,
To keep them shut,
So they will think I'm sleeping
But,
I'm really wide awake inside
-and no one knows!

Hug O' War

(Use with Friend Bear Puppet)

I will not play a tug o' war.
I'd rather play a hug O' war,
Where everyone hugs,
Instead of tugs,
Where everyone giggles
And rolls on the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.

Hug Me!

(Use with Friend Bear Puppet)

Hug Me! Hug me tight.
Let me know that it's all right
To laugh and cry, to trust and try.
To ask and always wonder "why?"
Hug me! Hug me today,
Showing me the way
That I can love, so I can too.
Show the way that I love you!



Fingerplay

Poetry is a perfect way to express feelings. First discuss the different ways we can feel such as listed on the "Feeling Chart." Invite the children to listen to the following poems and then ask them to tell you what feelings each poem describes:

Supermarket

(Use with Grumpy Bear Puppet)

I'd like to throw my dump truck.
I'd like to kick the door.
I feel like rolling over,
And banging on the floor!
I really want that candy,
That Mom says she won't buy.
I want to kick and scream and yell.
But I'm not gonna cry!

Sing Song

(Use with Friend Bear Puppet)

I've got a new friend,
A special me—and -you friend,
A like-the-things-you-do-friend,
To play with every day!

I've got a new friend,
A share-all-the-same-stuff-friend,
A never-be-too-rough-friend,
To play with Every day!

Being Unhappy

(Use finger puppets)

Five unhappy children one day had a fight.

1. This one had a candy bar and wouldn't share a bite.
2. This one hit,
3. This one bit,
4. And this one kicked and cried,
5. And this one was so angry that he found a place to hide.

Five unhappy children had a fight one day, Till each one smiled, agreeing that, "This is no way to play!"



Fingerplay

Friends

Here's a friend (raise one finger)
And here's a friend (raise one finger on the other hand)
And that makes two
This is me (first finger)
I'm a friend,
And so are you (second finger)
I help you (first finger)
You help me (second finger)
For that's what school friends do!

Fear

When I do wrong, I want to hide (cover eyes with arm).
Once I cut my finger and cried (cover eyes with hands).
When Mother shouts, I run away (cover ears).
If I'm afraid, I want to say (point to lips).
Please help me teacher (name of teacher) today.

We Love

Whom do you love? Come think with me.

1. There's Mother
2. And Father
3. And Grandpa makes three.
4. There's Brother
5. And Sister
6. And Grandma, lets see...
7. My Teacher,
8. My Preacher,
9. My Puppy,
10. And ...Me!

And the Child Grew

(Use with large Hand Mirror)

Look in the mirror. What do you see?
Another child who looks at me.
Is she smiling? (smile)
Is she sad? (droop mouth)
Is she happy? (smile)
Is she mad? (angry face)
Is she growing? (stoop and slowly grow)
Who can she be? Tell me mirror,
She looks likeMe! (point to self)



Fingerplay

Bear Hunt

(Leader gives a line-others repeat. Pat on thighs in rhythm.)

Would you like to go on a bear hunt?

Okay-all right-come on-let's go!

Open the gate-close the gate. (clap hands)

Coming to a bridge-can't go over it-can't go under it,

Let's cross it (Thumb chest with closed fists)

Coming to a river-can't go over it-can't go under it,

Let's swim it. (Pretend to do crawl strokes)

Coming to a tree-can't go over it-can't go under it,

Let's climb it! (Pretend to climb a tree and look around)

No Bears! (Pretend to climb down)

Coming to a wheat field-can't go over it-can't go under it,

Let's go through it! (Rub palms together to make swishing noises)

OH! OH! I see a cave—it's dark in here-(cover eyes)

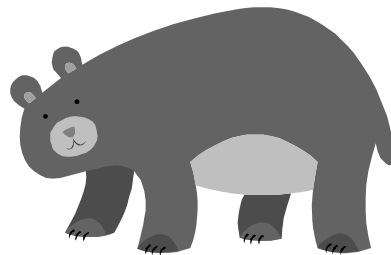
I see two eyes-I fell something furry-(reach out hand),

It's a bear! Let's go home! (running motion with feet)

Repeat above actions in reverse using fast motions)

Slam the gate. (clap hands)

We made it!





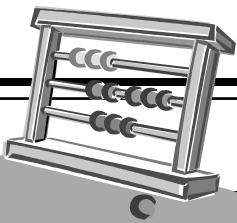
Fingerplay

Three Bears Rhythm

Once upon A Time In A Nursery Rhythm

There were three bears,
One was the poppa bear,
One was the mamma bear,
One was the little wee bear,
They all went a walkin, in the deep woods a'talking.
Along came a little girl with long flowing golden curls,
Her name was Goldielocks and upon the door she knocks,
No one was there, she didn't care,
Home came the three bears!
"Someone's been eating my porridge,"
Said the poppa bear, said the mamma bear,
"Someone's been eating my porridge,"
Said the momma bear, said the momma bear,
"Hey!" "Mamma wee bear" Said the little wee bear,
"Someone's broken my chair," "HA!"
Well-Goldielocks woke up, them the party broke up, and
She beat it out of there,
"Bye, Bye, bye, Bye," said the poppa bear,
Said the poppa bear,
"Bye, Bye, Bye, Bye," said the mama bear,
Said the mama bear,
"Hey!" "Momma wee bear," Said the little wee bear,
"Someone's broken the chair!" "HA!"





Math and Manipulatives

I Love Blackberry Pie Graph

Discuss this graph after each child has had the opportunity to taste blackberry pie. (See Cooking) This activity should be done after the story "Little Brown Bear and His Blackberries."

Children are given circles with their names on them. They are to come up one at a time and put their circle on the graph—beginning at the bottom of the graph. Discuss the results at group time.

I Love Blackberry Pie



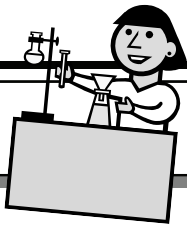
Don't Like

Counting Bears (Purchased)

Materials: Counting Bears, Board with circles.

Procedure: Make board by using a 2'x2' piece of black poster board and cutting circles of corresponding colors of bears and placing in lines on the board. Glue and cover with contact paper.

Child is to place counting bears on the circles. They also can count the bears on the circles and see how many bears are on two circles etc.



Discovery

What I Really Look Like

Material: Magnifying glass

Procedure: Children explore skin, fingers, and hair.

Only Me

Materials: Stamp pad or tempera pad

Procedure: Make hand or foot prints of each child. Compare and note differences. Note that no two are alike. Only you can make that print. Use magnifying glass to look at differences.

Foot Feely Box

Materials: Rough and smooth objects such as fur, cloth, tin cans, sand paper etc. A 2'x2' box. Decorate box by covering in paper.

Procedure: Allow each child (one at a time) to put his feet into the two foot shaped openings. Ask them to describe what he feels with his feet.

Exploding Colors

Materials: Pie plate or shallow dish, milk, food coloring, ivory dishwashing detergent.

Procedure: Pour milk into container. Milk should be approximately one inch deep. Drop different colors of food coloring into milk. Squeeze detergent onto side of container, allowing it to slowly run into the milk. Watch the color explode.

Evaporation

Materials: Clear glass bowl or jar, water, red marker

Procedure: Put water in bowl. Draw a line (red) on bowl on highest level of water. Each day call children's attention to how much water has been lost through evaporation.



Block Center

Making A Staircase

Materials: Varied sizes of rectangular blocks.

Procedure: Allow child time to play with blocks—to stack them, knock them down, and build them up again. Ask child to stack blocks from shortest to tallest, in other words, to make a staircase.

"Bear" the Surprise

Materials: Old trunk with lid and hinges and lock and key.

Procedure: Build excitement by telling the child a locked trunk had been found. Tell them a note had been found stating that the trunk contains some exciting things to do. (Have inside the trunk a quantity of interlocking block systems to involve child in constructing and creating.) Supply the child with the key to unlock the chest. Encourage them to play with the blocks on their own.

Block Play

Materials: Card board blocks which are hollow and large enough to make structures that the child can actually use.

Procedure: Provide enough space and materials. Allow child to leave structure up when possible.



Dramatic Play



The Bear's Den

Have a variety of stuffed bears and 18" -24" lengths of colored package yarn. Let children make the bears presentable by decorating them with new bows. Practicing their tying skills.

Serve bears imaginary porridge and honey. Have graduated size bowls in bear's den for porridge. Have spoons also. Compare chairs hard, soft, and small.

Have a suitcase (small) with items for spending a night with a friend—pajamas, comb, brush, house, shoes, robe, teddy bear. Talk with children about what friends might do when they spend the night with each other.

Set up a doll house. Use counting bears, and a variety of "bear" props to use as moveable furniture in the doll house.



Sand and Water

Sand Porridge

Materials: Sand table, large pot, small bucket of water, wooden sticks and spoons, small rocks.

Procedure: Let children make a "pretend porridge" using sand as the basic ingredients. Allow the child to stir, and to take turns stirring.

Sand Painting

Materials: Sand, shaker with large holes, paper, white glue, large box.

Procedure: This activity may need to be demonstrated but directions on where to put the glue should not be. Child is allowed to squeeze glue onto the paper as he likes. Put sand into the shaker and shake sand all over the paper. Shake paper carefully over the box so that excess sand falls into the box. Hand up design to dry.

Sand Sorting

Materials: Plastic containers, sieves and strainers with different sized holes, large sand-box, sand, rice, popcorn, dried beans, pebbles, or other small objects.

Procedure: Pillow children to experiment with sifting different sized objects through various sieves.

Window Wash

Materials: Spray bottle, water, vinegar, paper towels

Procedure: Mix water and vinegar in spray bottle for cleaning solution. Allow children to work together to wash the windows.



Woodworking

Heart Branches

Materials: For each heart, you'll need four 30' long flexible. Willow is great. If the branches are stiff, soak them in water for a day. Thick, heavy elastic bands.

Procedure:

1. Hold all the thick parts of the branches in your hand and place the elastic band tightly around them.
2. Gently bend two branches to the left. Round them nicely to form the top section of a heart.
3. Now, gather the branches back again at the bottom to form a point. Secure with tight elastic band.
4. Set heart aside for a few days to "dry" in the position.
5. Decorate with bows, silk flowers, red hearts or weave red and white yarn around and through branches.

Gluing

Materials: Fabrics, cut in small pieces, corks, spools, twigs, aluminum foil, card board, bottle caps, hammer, nails, glue, small boards. **Procedure:** May be used in combination or separately. Different objects are glued to the boards.

Crayon Resist on Wood

Materials: Wood, paint, brushes, crayons. **Procedure:** Children are encouraged to color the board (pressing hard) with crayons. Then paint the picture with a thin (not too thin) tempera paint. "What happens?"

Paint Scraps and Tubes

Materials: Glue, card board tubes of various lengths, paper clips

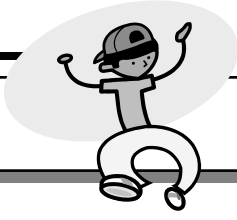
Procedure: Have children to glue tubes together in some way. Hold together with paper clips. Paint and decorate with scraps of paper.

Sawing

Materials: Card board, wall board, twigs, saw, vise. **Procedure:** Hold card board wall board, or twigs in a vise and saw.

Sanding

Materials: Sheet of sand paper, tacks, small piece of wood, clamp, larger piece of wood with visible wood grain. **Procedure:** Fold the sand paper over the small piece of wood and tack it to secure. Sand the large piece of wood by rubbing the sand block back and fourth with grain of wood. Secure large piece of wood to table with clamp.



Gross Motor

Tracking To Music

Materials: Record player, music

Procedure: Place record player where triker can hear it. Ask children to listen to music and ride their trike. Other marches, waltzes, and polkas, are recommended.

Balloon Ride

Materials: Wood dowels, balloons, strings, crepe paper

Procedure: Suspend wood dowels form tree limbs or climbing equipment over trike path. Hand balloons and crepe paper form dowls at a level where children can ride through Care Bear land.

Cell Phone (Care Bear Phones)

Materials: Toilet paper tubes or small tin cans

Procedure: Give each child a decorated pretend cell phone. Let children talk to other Care Bear buddies.

Bean Bag Toss

Materials: Heart shaped bean bag for tossing. A large "Sun" with an open mouth.

Procedure: Allow children one at a time to toss bean bags at the sun.

Working Together

Materials: Large box (large enough for children to climb into) watered down tempera paint, colors, large brushes, coffee cans (1 pound size), and smocks. Cut outside of box.

Procedure: Allow and encourage children to work on a "house" together. The box may become whatever the children wish-the idea is for the children to work together and complete the task.



Cooking and Children Mix Well

Feeding The Bears-Cooking

"Grumpy Day Cookies" See patterns for chart ideas



3 cups oatmeal
1 1/2 cups brown sugar
1 1/2 cups flour
1 1/2 cups butter
1 1/2 teaspoons baking powder

1. Dump ingredients into a large bowl. Mash it! Pound it! Knead it!
2. Roll dough into small balls
3. Bake on cookie sheet at 350 degrees for 10-12 minutes

Rhyme-Chart

Mash it!
Pound it!
Knead it!
Roll into balls and
Bake it and
Eat it!

"Blackberry Pie"

Purchase two pastry shells and 1 can of blackberries

Open blackberries and pour into shell

Put 2 level tablespoons of flour into 1 cup of sugar and mix in cup

Pour this over blackberries and put other pastry shell on top of berries. (maybe in pieces) put 1/2 stick of butter on top and sprinkle with sugar

Bake at 400 degrees for 40-45 minutes

Let cool before serving

"Porridge"

A soft food made by boiling meal of grains or legumes in milk or water until thick.

Legumes-peas, beans, or cloves



Sing, Song, Sway

Good Morning

Good morning to you
Good morning to you
Good morning boys and girls
Good morning to you.

I am glad to be here
I am glad to be here
I am glad to be here
Good morning to you.

Records

Hap Palmer Record with song-
"What Is Your Name?"
"Movin" (Mood and Feelings)
"Getting to Know Myself" (Feelings)

Thomas Moore
"I'm Special"
"Oh What A Miracle Am I"

Young Peoples Records
"When the Sun Shines"

Parade-Care Bear Style

Materials: A variety of instruments—purchased or homemade, marching music, music player, hat, costume if desired.

Procedures: Talk about parades. Have children to listen to march music; listen for the beat. March in place; clap hands. Select an instrument; march with the music. Choose a hat or costume. Have a parade. March (in costume) with instruments to the time of the music.

Note: Costumes could be Care Bear face puppets, large heart necklaces, and colored streamers in rainbow colors.



Sing, Song, Sway

Music To Your Bears

Children must share heart shapes when music stops. Of course the best part comes at the end when all the children are hugging each other to stay on the one last heart shape.

"You Are My Sunshine"

(Use With Funshine Hand Puppet)

You are my sunshine, my only sunshine,
You make me happy when skies are gray,
You'll never know dear, how much I love you,
Please don't take my sunshine away.

This song may be used as a transition activity.

"Will You Be A Friend of Mine?"

Will you be a friend of mine?

a friend of mine?

a friend of mine?

Will you be a friend of mine

And wear this great big heart.

Yes, I'll be a friend of yours

a friend of yours

a friend of yours

Yes, I'll be a friend of yours

And wear this great big heart.

A big necklace is made with a heart shape and strung on yarn. As the teacher sings the song, she places the necklace on a child. That child sings the part "yes, I'll be..." That child then sings the first part of the song and chooses another child. Continue until everyone has had a turn. Best results when group of 5-6 are used.



Books Worth Reading

Benchmarks: 1.19 Works cooperatively with others on completing a task

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance

Indicators: 1: Interacts easily with one or more children. 2: Participates in the group life of the class

Books	Author
A Friend Is Someone Who Likes You	Joan Walsh Anglund (Harcourt)
Love Is A Special Way of Feeling	Joan Walsh Anglund (Harcourt)
Do You Love Someone?	Joan Walsh Anglund (Harcourt)
Feelings	Aliki (Greenwillow)
Meet the Care Bears	Troll Book-Random House's as a selection
Ask Mr. Bear	Elizabeth Upham (Platt and Munk)
Little Brown Bear	Elizabeth Upham (Platt and Munk)
Little Bear	Else Minarik Holmeland (Harper)
Let's Be Friends	Bernia Bryant (Children's Press)
How Do I Feel	Norma Simon (Whiteman)
I Was So Mad!	Norma Simon (Whiteman)
The Three Little Bears	Werner Watson





Books Worth Reading

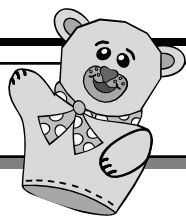
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Care Bears—A Friend for Francis	Geoffrey Wills
Care Bears-A Sister for Sam	Evelyn Mason
Ask Mr. Bear	Marjorie Flack
Brown Bear, Brown Bear, What Do You See?	Bill Martin, Jr. and Eric Carle
The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear	Child's Play Library by Don Wood
Polar Bear, Polar Bear, What Do You Know?	Bill Martin, Jr. and Eric Carle





Puppet Story

"Huggy Bear Gets Ready For School"

Materials: Use hand puppet pattern and make from fuzzy fabric

Procedure:

We have a furry, snuggly friend here to visit us. This is Huggy Bear. (Have the bear puppet say hello to each child.)

This is Huggy Bear's first day of school and I'll tell you what happened before he came. He woke up and stretched real tall, like this. He climbed out of bed and wanted hugs and hugs. (Bounce the Bear.)

But daddy was busy trying to pour the breakfast milk (imitate pouring) and Mommy was stirring eggs (stir). Daddy put Huggy at the table (put the bear upright on your knee). Daddy gave him milk, scrambled eggs, and toast. But Huggy just sat there like this (have the bear limp and slouching on your knee).

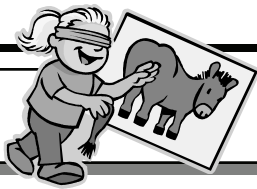
They said, "Come on and eat, little Huggy, your eggs will get cold." But Huggy just sat there like this (still slouching more).

"You have to hurry and eat so you can get dressed for school," Mommy said, But Huggy just sat there. So she fed Huggy his breakfast (pretend to feed the bear). "Now get dressed Huggy!" But Huggy just hid his eyes like this. (Cover Huggy's eyes with his paws.)

"I know what we can do" said Daddy. "We'll dress you in hugs and kisses!" (give the bear a hug.) Huggy Bear felt warm and happy. So he jumped down to the floor like this, and got dressed for school. But sometimes he still likes hugs and kisses. Would any of you like to give Huggy Bear hugs and kisses?

(Take the puppet around the circle for hugs for the children.)

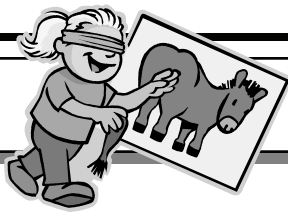
Learning objective: Setting a warm, friendly tone to help children be comfortable in the new situation.



Games

Pin the Tail on the Care Bear

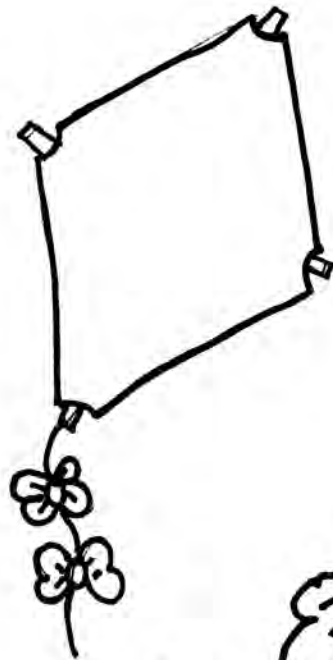




Games

"Care Bear Match "

Make five kites and five bears. Put the symbols on each. Let the children match the correct kite to the bear.



Symbols :

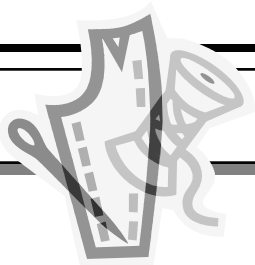
 Grumpy Bear

 Friend Bear

 Tender Heart Bear

 Funshine Bear

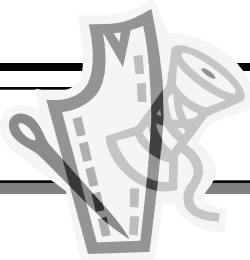
 Love-a-Lot Bear



Patterns

Puppet Pattern





Patterns

Care Bear Pattern





Fun Recipes

"Grumpy Day Cookies"

Mix:

3 cups of oatmeal

1 1/2 cups of brown sugar

1 1/2 cups of flour

1 1/2 cups of butter

1 1/2 teaspoons of baking powder

Dump into a large bowl

Roll dough into small balls

Bake on cookie sheet at 350° for 10-12 minutes



Special Section

Field Trip

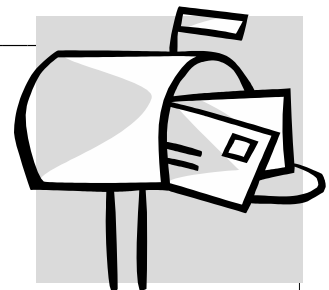
Visit a local nursing home. Visit at a Senior Citizens gathering. Take a few minutes on the playground to look for "things" or food that Bears would like to eat. This may require a walk around the block. Carry a container to collect item label in Discovery Area "Food Bears Like To Eat" "Food Bears Would Not Like to Eat." Also look for Bears as you walk.

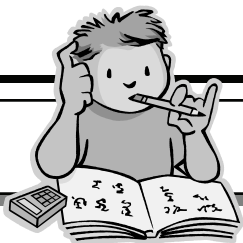


Suggestions? Ideas? Questions?
Feel free to send us your feedback!

Email: kmurphy@astate.edu

Mail: Childhood Services PO Box 808 State University,

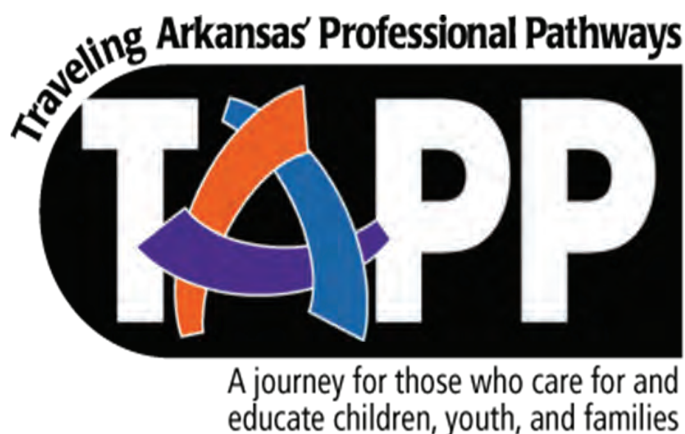
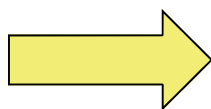




Special Announcement

Greetings from the Registry Office!

You may have already noticed, the professional development system has undergone a re-branding process. We have a new name: Traveling Arkansas' Professional Pathways Registry (TAPP Registry)! If you are a member of the Arkansas Early Childhood Professional Development System Registry (AECPPDS Registry), you are a member of the TAPP Registry. The TAPP Registry is not a new Registry or a different one. Again, the only thing that has changed is the name and logo.



On our website (<http://professionalregistry.astate.edu>), under the "Downloads" tab, you will find a "FAQ Regarding Rebranding Process". This will answer many questions you might have regarding this exciting change.

If you are not a member of the TAPP Registry, consider joining now! With this rebranding, we are expanding our focus to include the traditional birth through five child care, school-age and youth development, and parenting visiting and family support. Please contact the Registry office for any questions you might have at: (888) 429-1585 or via e at mail: prof_registry@astate.edu.

Thank you for your continued commitment to the children, youth and families of Arkansas, and we look forward to working with you in the future! Be on the lookout in future issues for Registry News! *—The TAPP Registry Staff*